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ABSTRACT

The Coalition Concerned with Adolescent Pregnancy is sponsoring a project entitled Planning Programs for Young Adolescents which focuses on after-school needs of children between the ages of 10 and 15 in Orange County, California. To determine these needs, needs assessment surveys were completed by 90 seventh grade students and 93 parents. The results indicated two levels of contradiction. One level involved differences between what parents wanted their children to be doing after school and what the students actually were doing. The second level involved differences between the activities in which the students were actually participating and the activities in which they wanted to participate. While nearly all students indicated that they spent some afternoon time doing homework, parents wanted more time spent on homework. While parents indicated that they wanted their children to spend more time on school-sponsored activities, volunteer work, and getting help with academic work, only one-third of the students reported being involved in school-sponsored activities and very few did volunteer work or received tutoring. Students reported a desire to be more involved in enriching activities, but cited lack of access and parent attitudes as interfering with participation. These findings have implications for the development of after-school programs for young adolescents. The appendix completing this document includes: a letter to parents; a survey; an After-School Program questionnaire; a Young Adolescent Resource News newsletter, and a county, district, and area map.

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AFTER-SCHOOL ACTIVITIES:

A SURVEY OF

FULLERTON, SCHOOL DISTRICT

FULLERTON, CALIFORNIA

AUGUST, 1987

CG 020343

Planning Programs for Young Adolescents
Coalition Concerned with Adolescent Pregnancy
1440 E. First Street, Suite 309
Santa Ana, California 92701
(714) 972-4859

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PREFACE

Many people have played important roles in the accomplishment of this report. The most gratitude goes to the many students and their parents who took time to read, respond to and return the surveys. Our sincere thanks to the seventh graders in Health Education classes and their parents at Ladera Vista, Nicolas, and D. Russell Parks Junior High Schools in the Fullerton School District, Fullerton, California.

There are a number of individuals within the Fullerton School District which deserve special recognition for their support for and cooperation with this project: Dr. Duncan Johnson, District Superintendent; Carol Lambert, Director of Curriculum; LeNelle Cittadin, Esq., Principal, Parks Junior High; Mary Dalessi, Principal, Nicolas Junior High; Richard Blough, Principal, Ladera Vista Junior High; Mac Lee Morante, MFCC, Counselor, Nicolas Junior High; Lindy Marshall, Counselor, Ladera Vista Junior High School: and Jean Munsee, Counselor, Parks Junior High.

We are also grateful for the support and encouragement of Associate Professor Soraya M. Coley at California State University, Fullerton and Dr. Jerry L. Miltenberger, Community Services Specialist in the Fullerton Union High School District.

Appreciation for their technical assistance and guidance in the entire Planning Programs for Young Adolescence project is extended to The Center for Early Adolescence of the University of North Carolina at Chapel Hill.

The Board and staff of Coalition Concerned with Adolescent Pregnancy (CCAP) in Santa Ana, California, are to be lauded for their vision and pioneering spirit in initiating and sponsoring this special project, Planning Programs for Young Adolescents. Thanks to the financial support of the McKesson Foundation and Mervyn's Department Stores and the leadership of CCAP, this report and the surveys which preceded it will better address and define the after-school activity needs of the young people in Orange County.

Irene J. Dardashti
Youth Serving Specialist
PPYA Coordinator

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AFTER-SCHOOL ACTIVITIES: A

A SURVEY OF FULLERTON SCHOOL DISTRICT

FULLERTON, CALIFORNIA

AUGUST, 1987

BACKGROUND

The Coalition Concerned with Adolescent Pregnancy is the 1986-88 sponsor of a special project entitled Planning Programs for Young Adolescents (PPYA). PPYA is funded by the McKesson Foundation and Mervyn's Department Stores and is focused on the after-school needs of children ages 10 to 15 in Orange County, California. Initially, project objectives include research and community surveys in order to ascertain what the 139,753 Orange County children presently (in 1987) enrolled in the 5th-9th grades of public and private schools are doing after school each day approximately from 3:00 to 6:00 p.m..

We know that there is increasing public concern for the problems which this age group are experiencing. These include teenage pregnancy, drug abuse, runaways, school drop outs and suicides. We also know that many parents or single parents are employed, and therefore their children return to either an empty home or one without adult supervision. Child care or after-school programs are frequently not available, inaccessible, or too expensive for the family budget. Based on those realities, parents are often left with no choice but to assume that the young adolescent is mature enough and skillful enough to be self-

sufficient. Although this may be a widely held belief, it may not be true, e.g., most teenage pregnancy occurs during these after-school, unsupervised hours.

Based on a preliminary review of County youth services, it appears that the majority of after-school programming tends to focus on meeting the needs of the elementary school child up through the 6th grade. There is an interesting phenomenon which begins with children who reach 7th grade: what was a relative plethora of programs and after-school care options available to the twelve-year-old or 6th grader suddenly appears to vaporize for the thirteen-year-old or 7th grader.

The project has a number of objectives. One is to assess and evaluate the needs of parents and youth during the after-school hours, from the time when school is dismissed until 6:00 p.m.. Another objective is to develop and implement a pilot project as a regular or daily after-school program for early adolescents (10 to 15-year-olds) within Orange County, California. With these objectives in mind, the City of Fullerton was randomly selected as the focal point of a needs assessment survey and, hopefully, the potential site for a pilot project.

Contacts were initiated with Fullerton School District at the Junior High School levels. During March and April, 1987, the PPYA coordinator discussed the project with counselors and principals at Ladera Vista, Nicolas and D. Russell Parks Junior High Schools. These schools included a total of 2,133 students in

the seventh and eighth grades during the 1986-87 school year. Ensuing discussion, support and cooperation from the District Superintendent allowed the project to proceed with a survey of students and their parents.

METHODOLOGY OF SURVEY

During the 1986-87 school year there were 1,096 seventh graders and 1,037 eighth graders in the Fullerton School District. Their approximate ages ranged from 11 to 14 years old. Since all District 7th graders are required to attend a Health Education class during their first or second semester, it was assumed that the selection of students in those classes would provide an adequate and random sampling distribution for the needs assessment survey. The selection of 7th graders rather than 8th grade students was also preferred because, unlike the 8th graders, the 7th graders would be returning to their same school in the following year.

The needs assessment survey was modeled on a format suggested by the Center for Early Adolescence (CEA) at the University of North Carolina at Chapel Hill. Modifications to CEA surveys were made to reflect local information needs, to condense the questionnaires into acceptable lengths in order to assure responses, and to meet the approval of the office of the District Superintendent. At the end of May, 1987, 580 survey packets were mailed out. Each packet included: 1) an introductory cover letter from the Superintendent; 2) the student survey; 3) the parent survey; 4) a recent PPYA newsletter describing the project; and 5) a stamped, self-addressed return envelope addressed to CCAP. The cover letter and survey samples are included in the appendix to this report. As of July, 1987, responses were received from 93 parents and 90 students. These represent a 16 percent parent return and 15.5 percent student return.

PARENT SURVEY RESULTS

Ninety-three parents responded: 30 parents of Parks students, 26 parents of Nicolas students, and 37 parents of Ladera Vista students. These parents are responsible for 47 junior-high school boys, who have an average age of 13 years, and 50 junior high school girls, with an average age of 12.6 years. The survey asked parents to respond to questions regarding their general location, children's ages, after-school child care needs, and preferences related to how their children spend their after-school time.

With respect to the current supervision of their children in the afternoons after school finishes:

67% indicate that their children are under adult supervision.

14% of the students are usually with an older brother or sister; and,

19% of the children take care of themselves.

Parental preferences for a potential site for any after-school program were:

68% favor a school site.

22% favor a site with convenient access, either close to their home or with transportation; and,

10% favor miscellaneous locations.

When questioned about preferences as to what they would like their children to be doing after-school (until 6:00 p.m.), the percentage of parent responses are indicated in the following. Table I:

TABLE I

Parent Preferences for Student After-School Activities

	More often (%)	The Same (%)	Less Often (%)	Total# of Resp N =
1. School sponsored activities	82	17	1	83
2. Community or other organized group activities	41	53	6	63
3. Attend regular/daily after-school activity	52	33	15	63
4. Get tutoring, home work help	66	30	4	70
5. Do volunteer work	74	21	5	57
6. Work for pay	54	34	12	65
7. Watch TV	3	30	67	73
8. Do home work	42	57	1	77
9. Care for sibling	13	80	7	30
10. Play outside	21	51	28	65
11. Go to library/read quietly	61	34	5	70
12. Visit friends/hang around	6	55	39	69
13. Go to a mall	0	36	64	61

Clearly, Table I indicates that there are strong preferences by parents that students do more of the following, in rank order:

1. School-sponsored activities (82%).
2. Volunteer work in the community (74%).
3. Receive tutoring or assistance with homework (66%).
4. Spend time in a library or doing quiet reading (61%).
5. Work for pay (54%).
6. Attend a regular (daily) after-school activity.(52%)

There are also two strong negative responses:

1. 67% of the parents want their children to watch television less often; and,
2. 64% want their children to spend less time in shopping malls.

Parents also appear to be generally satisfied with other student activity areas. These include present student involvement with community groups and the time spent doing homework, seeing friends, playing outdoors, or taking care of younger brothers or sisters.

Parent initiated comments include:

-Intramural sports should be open to all students.

-The school day could be 9-4.

-Most parents would be willing to pay for after-school programs.

-There is need for better public transportation to assist students.

-Children need free time which is both constructive and fun.

-Students need supervision, direction and solutions to boredom.

STUDENT SURVEY RESULTS

Ninety students responded to the survey: 29 from Parks, 36 from Ladera Vista, and 25 from Nicolas. Responses came equally from 45 girls and 45 boys. The average age was 12.6 years for girls and 12.8 years for boys.

The survey asked students to respond to questions regarding their age, sex, general location, what they usually do and would really prefer to do after school, how they would envision an after-school program, and what they believe to be the major problem which their age group faces.

Table II illustrates the positive responses to specific after-school activities in which the students are currently involved. The responses are in rank order, but the frequency of each activity is not indicated.

TABLE II

That Students Usually Do Between the Time School is Out and 6:00 P.M. (N=90)

Do homework	94.4%
Watch TV	78.9%
Play outside/sport	76.7%
Hang around/visit friend	74.7%
Go to mall	54.4%
Work for pay	38.9%
Participate in community group (Scouts, Clubs)	36.7%
Go to library	36.7%
Participate in school-sponsored activities	35.6%
Do volunteer work	6.7%
Attend a regular, daily after-school program	3.3%
Care for Sibling	2.0%
Receive tutoring	1.1%

In summary:

1. Nearly all students indicated that they spend their afternoon doing homework assignments.
2. Three-fourths of the students also spend some of that time looking at TV or taking part in socializing activities with friends at their homes or playing outside.
3. More than half are spending some afternoon times in shopping malls.
4. Two out of five students work for pay sometime during the week or month.
5. About one-third of students responded that on some days they are involved with some type of community activity such as a community organization, a library, or a school-sponsored activity.
6. A very small minority of students do volunteer work, attend a regular, daily after-school activity, help care for their siblings, or receive tutoring or help with homework.

When asked if there were things they would like to do after school which they seldom or never get to do, 62 percent responded affirmatively. When asked to name those things which they would like to do, these were the following category of responses (in rank order):

33% Trips (to library, arcade, mall, beach, etc..)

31% Sports (indoor and outdoor)

15% Activities (dances, crafts, clubs in drama and chess, music).

11% Be with friends.

9% Work for pay.

1% Have more free time.

Lack of access and permission from their families were the two principle reasons why students could not do what they wanted to do after school. The following are the categories of student response regarding why they don't do what they want to do, in rank order:

1.	No transportation	(26%)
2.	Not allowed	(21%)
3.	Too busy	(16%)
4.	Cost	(14%)
5.	Not available	(13%)
	Have to do chores	(13%)
	Other-misc.	(13%)
6.	Friends not involved	(8%)
7.	Need to babysit family members	(3%)

The survey asked students to describe an after-school program format which would interest them. Responses to "I would like to go to a place after-school where..." vary in focus. The following general categories of program profiles resulted from 69 student responses and are in rank order:

30% Activity-oriented

25% Activities with friends

23% Friend-oriented

9% Fun-oriented

7% Other (misc.)

6% Academically-oriented

Thus it appears that an after-school program which provides some combination of activities and friends would be a satisfactory format for a majority of the students.

Examples of students responses to the sentence "I would really like to go to a place after school where..." include:

"I could go swimming."

"I can meet new people and feel good about myself while I have fun with my friends."

"Everyone could play the sport they like without getting turned down because of tryouts didn't go well (sic)."

"I can have fun with friends."

"I wish there was a teenage club...a place to dance."

"There are lots of friendly kids my age who can talk about problems, organize camp trips, etc."

"All my friends are and we could play games, sports, etc..."

When they were asked to suggest or specify exactly what kinds of activities they would like to be doing if they were involved in a formal after-school program, the following activity preference profile resulted:

Table III

Student After-School Program

Activity Preference Profile (by Percent)

	Boys (N=35)	Girls (N=33)	Total (N=68)
1. Sports			
Sports in general	4.3	2.4	6.7
Field sports	7.4	5.3	12.7
Swimming	2.1	1.8	3.9
Other sports (tennis, gymnastics, KungFu, etc.)	8.8	3.2	12.0
Total sports	22.6	12.8	35.4
2. Being with friends	3.9	8.2	12.1
3. Arts/Crafts (Fine arts, wood/metal crafts, photography, sewing, needlecraft, handcrafts)	4.3	7.8	12.1
4. Academic studies (Job skill dev., homework, research)	5.7	5.3	11.0
5. Computers (Learning, skill-building)	5.7	4.3	10.0
6. Performing arts (music, dance, choir, drama)	2.1	5.0	7.1
7. Cooking	1.4	4.6	6.0
8. Misc./other (chess, auto-repair, cosmetology, field trips, dog training, etc.)	1.4	3.5	4.9
9. Counseling	1.1	0.3	1.4
TOTAL	48.2	51.8	100.0

On the whole for both boys and girls, by far the most preferred activity lies in the general area of sports. The boys, however, appear to be more interested in sports than the girls. They have an almost two to one margin of preference percentage points over those of the girls (22.6% to 12.8%). And, while sports ranks in first place for both boys and girls, the preferences of each group diverge from thereon.

The following is a ranking of the above Table III general categories of activities as they are suggested and preferred by sex:

Rank	Boys (N=35)	Girls (N=33)
1.	Sports (22.6%)	Sports (12.8%)
2.	Academic studies (5.7%) Computers (5.7%)	Being with friends (8.2%)
3.	Arts/Crafts (5.7%)	Arts/Crafts (7.8%)
4.	Being with friends (3.9%)	Academic studies (5.3%)
5.	Performing arts (2.1%)	Performing arts (5.0%)
6.	Cooking (1.4%) Misc./other (1.4%)	Cooking (4.6%)
7.	Counseling (1.1%)	Computers (4.3%)
8.		Misc./other (3.5%)
9.		Counseling (0.3%)

As seen above, after their first choice of sports activities, the boys would next prefer to be involved with computers (5.7%) or academic studies (5.7%). Whereas by actual number of responses the girls are almost equally interested in academic studies

(5.3%), the girls would really more prefer, as their second choice, to be with their friends (8.2%) and be involved with arts and crafts (7.8)%. By both percentage and actual number of responses the girls are twice as interested in being with their friends as the boys are (8.2% to 3.9%).

Students were also asked to identify what they believe to be the biggest problem which their age group experiences. By far the most frequently mentioned problem related to socialization skills, including getting along with friends and the opposite sex, peer pressure, proper behavior, and delinquency. Almost four out of ten responses related to these social skill development problems (36.2% of 80 total responses).

Also mentioned, but with considerably less frequency were the following problems, in rank order:

Rank Student Problem

2. Mental Health (Boredom, Need for challenges and direction, Need for enjoyment)(13.8%)
3. School and Academic work (12.5%)
4. Substance Abuse (11.2%)
5. Parents (10.0%)
6. Transportation (8.8%); and
7. Puberty (2.5%), Money (2.5%), and the Need for Activity/ Exercise (2.5%).

The following are a sample of student commentary with respect to problems they face:

-"Boys, drugs, what they wear, and how they treat other people."
-"Peer pressure (to do things)."
-"Dealing with my parents."
-"Finding something to do."
-"Bordom (Sic)."
-"They are afraid to get together with people of the opposite sex (same age) because people will make fun of them or they are afraid of rejection."
-"Not being able to go anywhere. It is the age of restrictions. We can't be out to (Sic) late."
-"Problems with friends not liking them, or problems with the opposite sex."
-"1) Smoking, drinking, partying; 2) Being rowdy in class."
-"They are not organized enough and adults don't help them to organize their lives."
-"Transportation. There's no way to get anywhere."
-"Coping with bad grades in school."
-"Yo don not knew what you want in life (Sic)."

CONCLUSIONS

In conclusion there are a number of implications from a comparison of the survey results. There appears to be two levels of contradiction which evolve around student after-school activities. One level lies in the differences between what the parents would like their children to be doing and what their children are actually doing after school. The second level lies in the differences between the activities in which the students currently participate and the activities in which they would like to participate. First, in a comparison of parent-preferred activities as distinguished from current student activities (See Table I and II), it is clear that there are major differences between parental expectations with respect to how students spend their time and the reality of how student after-school time is spent, starting with "doing homework", which most students said they did.

Parents appear generally satisfied with what time is spent on homework (57%). However, there is also a strong undercurrent (42%) which would prefer that students spend even more time with their homework. It may be that the student habit of watching TV is in fact interfering with that homework time, because the most negative response from parents related to the amount of time which their children spend watching television: two-thirds of the parents want their children less involved. In addition parents feel equally negative toward the frequency which their children go to malls: 64% of parents want them to go less often, whereas over half of the students spend time in

malls, not one parent wanted their children to go the the mall more often.

And, parents appear to be generally satisfied with the two other major student activities, playing outside or visiting friends and a bit ambivalent about whether they want more of or the same involvement with community groups. Nonetheless, parents would by far prefer that their children be doing other things, especially school-sponsored activities, volunteer work, and getting help with their academic work. But only one in three students is involved with school-sponsored activities and extremely few do volunteer work or receive tutoring. (See Table IV below).

Table IV

A Comparison of Parent Preferences and Current Student Activities

What Parents Prefer Their Children Do More Often			Actual Student Involvement	
Parent Rank	% of Parents Who Prefer Activity	Activity	Student Rank	% of Students Involved
(1)	82%	School-sponsored activities	(9)	36%
(2)	74%	Do volunteer work	(10)	7%
(3)	66%	Get tutoring/home-work help	(13)	1%
(4)	61%	Go to library/read quietly	(8)	37%
(5)	54%	Work for pay	(6)	39%
(6)	52%	Attend a regular/ daily after-school activity	(11)	3%

In other areas of sharp contrast, almost 2/3rds of parents would like their children to go to the library or read quietly more often, whereas only 1/3rd of students go to the library. And over half of the parents would prefer their children be more involved with a daily after-school activity, whereas almost none are.

There does appear to be one general area of closer agreement: of the six activities listed, "work for pay" is the activity with the closest consensus, a difference of only fifteen percentage points between the parent preference and actual student involvement.

In general, it appears that it would behove the parents, students, and Fullerton community to address the strong parent need that their children be more involved with constructive after-school activities to take them out of malls and away from their TV sets. And, because parents by far preferred that the site of any potential, formal after-school program be located at their child's present school facility, it would be appropriate for the schools to seriously consider taking on this challenge. Such a program could perhaps be in cooperation with or as a coalition with other community groups such as the Girls or Boys Clubs, YMCA or YWCA. Involvement with those community organizations would also offer students opportunities to do (parent-preferred) volunteer work and interact with adult role models in volunteerism as well as other significant adults. This type of interaction would also encourage positive social skills

and positive mental attitudes, which the students have indicated they need.

On a second level of comparison lies the contrast between current student activities and those with which they would like involvement, given the opportunity. It appears that the children are in general agreement with their parents, that is, they would really like to be more involved with enriching activities, particularly those which take place in the companionship of their friends, rather than in isolation. But a number of factors, especially lack of access and parent approval, are interfering with their ability to be engaged in those activities.

The solution to these predicaments could be found in an after-school program which offered the enriching and desirable activities which students want, had the consensual support of both parents and students, and had no access problems. One such solution, in the case of Fullerton School District students, would be a school-site after-school program initiated by the school or a community organization energized to assume such a project. A community advisory board which included parents and students alike could oversee the desire of both groups as well as guide the project to meet other community needs.

It would be appropriate for the activity structure of any such potential after-school program to address the general developmental needs of this adolescent age group, particularly those expressed by both the Fullerton students and their parents.

Furthermore, to ensure a degree of program effectiveness, the structure of this after-school project would need to also relate to the very distinctive priorities for activities which the boys and the girls specified as separate groups. For instance, while physical activities or sports would be featured, a variety of other programs should be offered and be consistent with the diverse needs of the student population.

While any projected after-school project should have specified activities as its objectives, it is of primary importance that the underlying mission of such a project be to address the developmental needs of these young adolescents. When asked about their problems, the students themselves expressed their very deep desire for positive social support and positive self-image and direction. These needs are very typical for the developing young adolescent.

National experts agree that any program in or out of school for the early adolescent (10-15 years old) should meet their specific developmental needs. These needs are:

-Positive social interaction with peers and adults;
-Structure and clear limits;
-Meaningful participation in activities;
-Physical activity;
-A desire for competence and achievement;
-Opportunities for self-definition as they change from childhood to adulthood; and,

-Opportunities to express their new feelings, interests, abilities and thoughts.

And, in some way or another, these needs were expressed by the students in the survey. The students in Fullerton School District have expressed their needs and their interests. It appears to be time for the community to take some action to address those needs.

APPENDIX

FULLERTON SCHOOL DISTRICT

Learning for a Lifetime

May 29, 1987

PLANNING PROGRAMS FOR YOUNG ADOLESCENTS

Dear Parent,

The Fullerton Junior High Schools have agreed to assist in a special grant project which the Coalition Concerned with Adolescent Pregnancy (CCAP) sponsors entitled PLANNING PROGRAMS FOR YOUNG ADOLESCENTS (PPYA).

The PPYA project is funded by the McKesson Foundation and Mervyn's Department Stores. It is looking at the after-school needs of children ages 10 to 15 in Orange County. One of the objectives of the project is to find out what kind of after-school activities these children go to and what they and their parents want, such as recreation, study skills, arts, etc.

As a requirement for the grant, CCAP must ascertain the needs of student's and parents by surveying a sample of the junior high population. We have chosen to send information to all parents of students currently enrolled in the seventh grade health education classes. Your help is needed in two important ways:

1) Please tell us what you would like your children to be doing. Please complete the enclosed survey and return it in the enclosed self addressed, stamped envelope by June 10.

2) Please ask your child to complete the enclosed After School Program Questionnaire. The student survey asks questions which complement the parent survey. Please return their survey with your own by June 10.

We know that many parents are actively searching for positive activities for their children. Your response to these surveys will help the PPYA project provide answers to your needs and those of your children. Your participation in this project is on a strictly voluntary basis. We appreciate any help you can give us. Please take the opportunity to complete the survey now.

If you have any questions, please contact Irene Dardashti, Youth Serving Specialist, at (714) 972-4859.

Sincerely Yours,

Duncan Johnson

Duncan Johnson, Ed.D.
District Superintendent

1401 West Valencia Drive
Fullerton, California 92633
(714) 447-7400

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District Superintendent
Duncan Johnson, Ed.D.

TO: THE PARENT/GUARDIAN OF A JUNIOR HIGH SCHOOL STUDENT

The PLANNING PROGRAMS FOR YOUNG ADOLESCENTS project is taking a survey of parents. We want to know what your needs and preferences are for after-school activities for your child who is 10 to 15 years old. Your time and effort in completing these questions are appreciated.

1. The age(s) and gender(s) of your Junior High child only.
   For example: Girl, 12; Boy, 13:_____

2. What is closest major cross-street to your home?
   Street:_____and Street:_____

3. Please check what best describes what your Junior High School child does each day after school lets out until 6:00:
   ___Usually supervised by an adult. That adult is (check one):
   ___Adult family member ___Paid babysitter
   ___Neighbor/friend ___Adult at after-school activity
   ___Usually with an older brother/sister
   ___Takes care of him/herself

4. Do you need a safe place for your child to go to on Monday through Friday after school?
   ___Yes ___No ___Maybe

   If Yes or Maybe, where is the one best place for an after-school program to be?
   ___At the child's school
   ___At another school/community center closer to our house
   ___At any facility so long as transportation is provided from school to the site
   ___At a place close enough for my child to walk or bike home
   ___At our church/synagogue
   ___At a local Boys/Girls Club, Y, or youth agency
   ___Other (Please describe:)_____

5. Please circle what you would like this child to do more or less of (after school until 6:00 p.m.):
   a) be in school-sponsored activities (clubs, sports,etc.)
   MORE OFTEN 1 THE SAME 2 LESS OFTEN 3 NO OPINION 4
   b) Be in community, church, or other organized groups such as Scouts, 4-H, Girls or Boys Club
   1 2 3 4
   c) Go to a regular/daily, after-school activity
   1 2 3 4
   d) Get tutoring, improve study skills, get homework help
   1 2 3 4
   e) Do volunteer work in the community
   1 2 3 4

(OVER)

f) Do work for pay (such as babysit or deliver papers)

MORE OFTEN	THE SAME	LESS OFTEN	NO OPINION
1	2	3	4

g) Come home and: Watch TV or relax

1	2	3	4

Do Homework

1	2	3	4

Take care of a younger brother/sister

1	2	3	4

h) Play outside at a local field, playground

1	2	3	4

i) Go to a library; have time for quiet reading

1	2	3	4

j) Hang around/ visit friend(s)

1	2	3	4

k) Go to a local store or shopping mall

1	2	3	4

l) Other (Please be specific)_____

COMMENTS:

THANK YOU FOR COMPLETING THIS SURVEY!

PLEASE RETURN THIS BY JUNE 10, 1987 IN THE ENCLOSED, SELF ADDRESSED, STAMPED ENVELOPE.

If you have any questions, please contact Irene Dardashti, Youth Serving Specialist for PLANNING PROGRAMS FOR YOUNG ADOLESCENTS at (714) 972-4859.

If you would like us to contact you or if you would like some follow-up to this survey, please print your name, address and phone number here:

_____

_____

_____

AFTER SCHOOL
PROGRAM QUESTIONNAIRE

Student Survey

Name of School: _____

We are interested in knowing what you do in the afternoons after school and what additional activities you might enjoy. Please take the time to answer these questions so that we can understand what after-school programs should be provided for people your age.

1. How old are you? _____

2. Are you a _____male or a _____female?

3. What are the names of the streets at the closest major intersection to your house?
   Street Name: _____and Street Name: _____.

4. What do you usually do between the time school is out and 6:00 p.m.? Check all of the following activities you do. If you check "yes" for an activity, tell how many days a week you usually do that activity.

   a. participate in school activities (such as clubs, sports)
      _____yes _____no _____days

   b. participate in other organized groups, activities or clubs in the community or at church or synagogue (such as Scouts, 4-H, Girls and Boys Clubs)
      _____yes _____no _____days

   c. attend a regular after-school program for which I am registered (where?)
      _____yes _____no _____days _____where?

   d. receive tutoring
      _____yes _____no _____days

   e. do volunteer work (such as helping in a hospital, tutoring)
      _____yes _____no _____days

   f. do work for pay (such as babysit or deliver papers)
      _____yes _____no _____days

   g. go stay at home and:
      1. watch TV _____yes _____no _____days
      2. do homework _____yes _____no _____days
      3. take care of a younger brother or sister _____yes _____no _____days
      4. Other: _____

   h. participate in non-school-sponsored sports, play outdoors in the neighborhood, at a sports field, or on a local playground _____yes _____no _____days.

   i. hang around or visit a friend (where?) _____
      _____yes _____no _____days

   j. go to the library: _____yes _____no _____days

   k. go to neighborhood stores or a shopping mall: _____yes _____no _____days

   l. Other: (what?) _____

5. Are there things you would really like to do after school that you seldom or never get to do? ____ yes ____ no
If your answer is "yes", name the things: _____

_____

What keeps you from doing those things?

____ not available in my community
____ no transportation
____ costs too much
____ parents won't allow me
____ have to babysit brothers or sisters
____ have to do chores for family
____ too busy with other activities like team sports, lessons, clubs
____ friends don't participate
____ other (please describe the reason)

6. Complete this sentence: I would really like to go to a place after school where

7. If your school or community had an after-school program three to five days a week, what five things would you like to do or learn about at the program (for example, cooking, working with computers, being with friends). Please write your own ideas!

a.
b.
c.
d.
e.

8. What do your think is the biggest problem which people your age have?

_____

THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY!

PLEASE RETURN THIS BY JUNE 10, 1987 IN THE ENCLOSED, SELF ADDRESSED, STAMPED ENVELOPE.

Young Adolescent Resource News

A PLANNING PROGRAMS FOR YOUNG ADOLESCENTS NEWSLETTER

SPONSORED BY THE COALITION CONCERNED WITH ADOLESCENT PREGNANCY

Weaving Partnerships in a Caring Community: Matching Effective Programs to the Needs of Young Adolescents

Volume I, Number 1
Spring, 1987

PPYA BEGINS

CCAP's Board of Directors recently celebrated the initiation of CCAP's newest project, Planning Programs for Young Adolescents, to focus on after-school program needs of youth ages 10 to 15. A special kick-off dinner was held in February, and representatives of Mervyn's Department Stores and the McKesson Foundation presented checks to fund PPYA to CCAP Chair Karen Ursini and Treasurer Margaret Muirhead.

CCAP initiated PPYA out of increasing concern that the after-school hours of 10-15 year olds are mostly unsupervised. There appear to be few structured, on-going after-school programs available for this age group in Orange County. There is instead a growing number of latchkey children, whose single parent or parents are at work when school lets out every day.

The project is coordinated by CCAP's newest staffperson, Irene Dardashti. Ms. Dardashti has had several years of administrative experience in the field of human and youth services both in government and in the private, non-profit sector.

Project objectives initially include the creation of a comprehensive resource directory of currently operating Orange County after-school programs which serve 10 to 15 year olds. Surveys by volunteers and staff will lead to an assessment of current county needs and documentation of how such needs are being met. In addition this project will encourage the formation of a network of youth-serving agencies through information interchange and discussions regarding appropriate youth programming.

The major objective of the project is the establishment of a pilot after-school program which will be presented on a regular basis at a site within the County. Based on needs assessments and the response of program providers, CCAP will provide PPYA grant funds to support the implementation of one such model program by a youth-serving agency.

In an effort to encourage other after-school programs for young adolescents, CCAP will also sponsor specialized training sessions for ten to twelve community agencies which are interested in addressing the specific after-school needs of the young adolescent. The training sessions will take place in early 1988.

"To be idle requires a strong sense of personal identity."
- Robert Louis Stevenson

WHAT IS PPYA?

Planning Programs for Young Adolescents (PPYA) is:

1. The establishment of a network of Orange County youth-serving community organizations and agencies focused on early adolescents from ages 10 to 15;

2. The assessment and evaluation of the needs of parents and youth during the after-school hours, from the time when school is dismissed until 6:00 p.m. each day;

3. The training of ten to twelve Orange County agency, school or organization teams which are interested in meeting the challenges of providing after-school programming for early adolescents;

4. The development and implementation of regular, positive and alternative after-school programs for early adolescents, including a pilot project to be located within Orange County; and,

5. The development of community support to advocate for and to respond to the needs of early adolescents and their parents.

JUNIOR LEAGUE STUDIES COMMUNITY NEEDS

The Junior League of Orange County will coordinate a community data collection project entitled the Adolescent Pregnancy Childwatch (APCW). APCW was conceived by the Children's Defense Fund and has been established in cities across the United States, including Los Angeles. The project primarily collects data related to the problem of teen pregnancy and assesses available services.

In Orange County the APCW project survey will also incorporate PPYA-related questions concerning after-school care needs. The Junior League anticipates that the APCW needs assessment will result in a community plan of action which can address issues related to adolescents.

"Never tell a young person that anything cannot be done. God may have been waiting for centuries for somebody ignorant enough of the impossible to do that very thing."
- John Andrew Holmes

AFTER-SCHOOL CARE SURVEY RESULTS

As part of its "Living With 10 to 15 Year Olds" presentations, CCAP has been taking a survey of parents regarding after-school care needs. In February and March 48 parents attending "Living With" presentations in Mission Viejo and Irvine responded to the survey. The results support the need for more after-school care for the early adolescent. Parental responses also indicate a preference for their child's school as the after-school care facility.

The responses represent the answers of parents who, as a whole, care for a total of 52 boys and 61 girls. Both the boys and girls have an average age of slightly more than ten years.

Of the 48 families, 41 have children who only go home after school, 6 have children who either go home or to some other activity, and one family has children who go to an after-school program at school.

When asked if there should be more after-school care, 39% of 46 responses said "Yes," 26% said "Maybe," and 35% said "No." Nearly all of the "No" responses came from families in which the mother is not employed or employed part-time.

Of the responses to "Where is the best place for after-school care?" 70% preferred only the child's school, 23% preferred the child's school along with some other option, 3% preferred a church or recreation center, and 3% preferred a place of employment. The preceding preference represents a respondent who has 5 children, including a six-month-old baby, and is not employed.

UPCOMING EVENTS

May 2 & 3
YOUTH EXPO '87
An opportunity to recognize youth and youth organizations.
8:00 a.m. - 5:00 p.m.
Orange County Fair & Exposition Center, 88 Fair Drive, Costa Mesa.
CONTACT: (714) 751-3247

May 8
CREATIVE CONNECTIONS: CARING SOLUTIONS FOR STUDENTS AT RISK
Professionals in guidance and human services coming together to create caring solutions for students at risk.
8:15 a.m. - 4:30 p.m.
Anaheim Hilton and Towers
CONTACT: Orange County Dept. of Education/Orange County Guidance Partnership at 966-4344 or 966-4308

May 13
ORANGE COUNTY ADOLESCENT PREGNANCY PREVENTION NETWORK
Youth-serving agencies are welcome to help develop advocacy and a cooperative programming network.
2:00 p.m.
(Location to be announced)
CONTACT: CCAP, (714) 972-4859

May 15
TAKE STOCK IN YOUTH
Dinner and "Big Band Sound" dancing as benefit annual fundraiser of the Coalition Concerned with Adolescent Pregnancy.
6:00 p.m.
Balboa Bay Club
$50
CONTACT: CCAP, (714) 972-4859

June 15
LATCHKEY GOLF TOURNAMENT
Benefit for children of the Girls Club of Santa Ana, Pride Development, Inc. and Scholarships for Rancho Santiago College.
12:00 Noon
Newport Beach Country Club
Fee: $150 includes 18 Holes & Cart, Lunch, Drinks, Banquet.
CONTACT: Zonta Club of Santa Ana, (714) 549-2051

ORANGE COUNTY YOUTH SERVING ORGANIZATIONS ARE WELCOME TO SUBMIT INFORMATION ABOUT THEIR UPCOMING EVENTS FOR THE NEXT NEWSLETTER CALENDAR. PLEASE CONTACT: IRENE DARDASHTI AT C.C.A.P., (714) 972-4859.

COMMENTARY: AFTER-SCHOOL PROGRAMS FOR YOUNG ADOLESCENTS IN ORANGE COUNTY

The Planning Programs for Young Adolescents (PPYA) project is focused on the after-school needs of children ages 10 to 15 in Orange County. What are these young people in the 5th through the 9th grades doing from the time school finishes and six o'clock every day? Exactly what kinds of after-school programs exist for those children in Orange County?

The project is initially focused on what is out there. We want to know what the 139,752 Orange County children presently enrolled in the 5th-8th grades of public and private schools are doing from 3:00 to 6:00 p.m., Monday through Friday.

We know that there is increasing public concern for the problems which this age group are experiencing. These include teenage pregnancy, drug abuse, runaways, and suicides. We also know that many parents or single parents are employed, and therefore their children return to either an empty home or one without adult supervision. Child care or after-school programs are frequently not available, inaccessible, or too expensive for the family budget. Based on those realities, parents are often left with no choice but to assume that the young adolescent is mature enough and skillful enough to be self-sufficient. Although this may be a widely held belief, it may not be true, e.g., most teenage pregnancy occurs during these after-school, unsupervised hours.

Based on a preliminary review of County youth services, it appears that the majority of after-school programming tends to focus on meeting the needs of the elementary school child up through the 6th grade. There is an interesting phenomenon which begins with children who reach 7th grade: what was a relative rash of programs and child care options available to the twelve-year-old or 6th grader suddenly appears to vaporize for the thirteen-year-old or 7th grader.

Or does it? The PPYA project is presently researching what regularly scheduled, on-going or daily after-school programs exist for the 10 to 15-year-old in Orange County. If you are a program provider or are interested in the issue of after-school programming, please contact the CCAP office [(714) 972-4859] about your program or concerns. And please complete the survey questionnaire enclosed in this issue of the newsletter.

There are a number of questions yet to be answered. For example, is there really a need for after-school programs? Are parents supportive of programs? Do young adolescents really want to be involved with after-school programs? And, if so, what kind of program will be a success? We are relying on needs assessments and experts for some of the answers. For instance, experts in programs for the young adolescent tell us: (1) that any program for this age group can be successful if it can match their special developmental needs, and (2) that their needs are different from those of their older or younger brothers and sisters. Are there programs in Orange County which are successfully doing this? If so, let us hear from you.

Certainly there are programs offered to a wide range of children, including 10 to 15-year-olds. These include the Boys and Girls Clubs, the Scouts, the Y's, school sports, city recreation programs, and others. But participation usually requires a means of transportation or accessibility. That's not always easy. In some school districts there are local arrangements for elementary school buses to drop off the 5th and 6th graders (and younger children) at a program or child care site when school is over, but those bus transportation opportunities generally don't exist beyond the 6th grade. In Orange County, what do our 27,128 children in 7th grade do?

On the whole, after-school enrichment or recreation programs for the 10 to 15-year-old tend to be programs presented on a one-time-a-week basis. The program which is available on a regular, on-going and daily basis appears to be the exception rather than the rule. A few local exceptions include the Y-Adventurer's Club at the Harper School in Fountain Valley and the Arbolita Child Care Center in La Habra. Together they presently serve a total of 37 boys and girls in the 5th-8th grades, with the majority concentrated in the 5th and 6th grades.

What are the remainder of our 10-15-year-olds doing every day? Please tell us by completing the PPYA survey enclosed in this newsletter!

"Parents need to fill a child's bucket of self-esteem so high that the rest of the world can't poke enough holes in it to drain it dry."
- Alvin Price

COMMENTS ON AFTER-SCHOOL CARE

The following are recent comments regarding after-school care made by some Orange County Child Care School Supervisors:

-"So little is offered to children after the third grade."
-"There is great potential in Day Care located at school sites."
-"Our 4 - 6 graders are interested in being active and not being 'bored' but they need proper direction and programs that can offer a variety of activity."
-"[I would like to see] care programs for Junior-Senior age."
-"[I would like to see] safe, creative, warm, challenging rec. centers."

CURRENT AFTER-SCHOOL PROGRAMS

The **ARBOLITA CHILD CARE CENTER** in La Habra City School District offers regular and extended care to children, infants through 14-year-olds. The Center operates in a previously vacant elementary school and has been in existence for five years. The School District supports and provides afternoon transportation to the site for 170 children from Kindergarten through 8th grade. The Center is self-supporting and charges about $120 per month for its extended day care program.

There are currently 18 children from grades 5 to 8 who participate in the Center's latchkey care. They are grouped together in one room filled with reminders of teen interests - wall posters, comfortable furniture for relaxing, and personal decorations which they have created themselves. For example, they have transformed the usually large, sterile wall clock into the centerpiece for an enormous wristwatch.

Their programs include science experiments, music, homework time, and use of outdoor and indoor exercise equipment. Director Donna Martin has been making efforts to see that this age group be comfortable and feel welcome at the Center. She is also sensitive to the fact that the needs of that age group differ from those of the other children at the Center.

****

The **4-H YOUTH PROGRAM** is inspired by the 4-H motto, "To make the best better." 4-H offers several kinds of programs for young people. It has a "traditional" club format which generally meets in the evenings and serves youth ages 9 to 19-year-old. Locally, the 4-H also offers an "Extended Day Care" program which is incorporated into regular programming presented by other sponsors, including seven schools and non-profits in Orange County.

4-H is part of a one-hour long extended day and tutoring program for children ages 7-12 at Madison Elementary School in Santa Ana. Four afternoons per week children receive academic tutoring. On the fifth afternoon they participate in a 4-H project. The projects vary and include food and nutrition, mini-dramas, and horticulture.

The School District in Santa Ana provides the space, insurance, and teachers' aides who conduct both the tutoring and 4-H programs. The cost to the children is only $1 per year to cover the cost of 4-H materials.

****

The **SANTA ANA TEEN PROJECT** is held at Willard Intermediate School in Santa Ana and sponsored by the YWCA of South Orange County. The YW recently initiated the Project, which serves as a pilot program for teenage girls. The 17 present participants are mostly girls in grade 6-8; a number of boys have shown interest and also joined the Project.

At the moment the Project is sponsoring a drama group which meets every Wednesday for one to two hours after school. This portion of the Project is under the direction of a drama leader with the assistance of a Cal State Fullerton student intern. The group plans to perform the production "Grease" before audiences at Willard and the YW in early June.

Since the inception of drama in February, the group's enthusiasm has increased, and the girls are asking for more opportunities to work together. The Project has plans to add other enrichment components, including a Youth Leadership Program to help develop group leadership skills and self-confidence.

****

The **Y-ADVENTURER'S CLUB** is operated by the West County Family YMCA in Huntington Beach. The Club offers after-school activities and regular supervision to children ages 10 to 14. It is located in a previous elementary school, the Harper Elementary School in Fountain Valley. The Club fee is $76 per month, with transportation from school available as a YMCA service for an additional fee of $25. Some schools in Fountain Valley are within walking distance of Harper.

The Club is now in its third year and presently has 21 "members," with the majority of the children in the 4th-6th grades. There are a few 7th graders.

The daily program usually includes snacktime, group time during which a particular theme (such as peer pressure or setting life goals) is discussed, activities, and homework time. The Club closes at 6:30 p.m., but once a month some of the Club members stay on to participate in another YM program, the Junior Y Club, for 11 to 13-year-olds which is held from 6 p.m. to 8:30.

Director Julie Landis finds work with this age group is challenging and works hard to find programs which suit their needs.

PPYA SURVEY QUESTIONNAIRE

The Planning Programs for Young Adolescents project is collecting information regarding programs available to children ages 10-15 (only) during after-school hours, anytime from 2:30 to 6:00 p.m. If you provide one or several after-school programs, we would appreciate your response to the following questions:

1. DATE:_____

2. AGENCY/ORGANIZATION NAME:_____

   _____

3. ADDRESS:_____

   _____

4. PHONE NUMBER:(____)_____

5. AFTER-SCHOOL PROGRAM NAME (Program MUST available to children between ages of 10-15):_____

   _____

6. CONTACT PERSON:_____

7. COUNTY SERVICE AREA FOR AFTER-SCHOOL PROGRAM (Circle):
   a. Entire Orange County
   b. North County (Orange, Yorba Linda, Cypress, Fullerton, Placentia, Anaheim and North)
   c. West County (Westminster, Fountain Valley, Huntington Beach, Stanton, Los Alamitos)
   d. Central County (Tusin, Santa Ana, Costa Mesa)
   e. South County (Irvine, Newport Beach, Laguna Beach and South)

8. AFTER-SCHOOL PROGRAM FEE:
   a. Free ____
   b. Sliding Scale____
   c. Flat Fee of $_____
   d. Part of Agency Membership Fee of $____
   e. Other (Please specify):_____

9. DO YOU PROVIDE TRANSPORTATION?
   No____
   Yes____; the fee is $_____ per_____

10. PROGRAM HOURS:_____p.m. to _____p.m.

11. TARGET POPULATION
    a. Age range served:_____
    b. General Ethnic Background:_____
    _____
    c. Site Location (City/School, etc.)____
    _____

12. PURPOSE OF PROGRAM (Check any that apply)
    _____ 1. Custodial after-school day care
    _____ 2. Recreation
    _____ 3. Remedial academics
    _____ 4. Academic enrichment
    _____ 5. Counseling
    _____ 6. Arts
    _____ 7. Medical (e.g., substance abuse, sex education, life or parenting skills)
    _____ 8. Community Service
    _____ 9. Special needs (e.g., disabled, crisis intervention, court-mandated care)
    _____10. Other (Please specify):_____
    _____

13. DO YOU PROVIDE SPECIAL OR ADDITIONAL PROGRAMMING FOR 10-15 YEAR OLDS WHEN THERE ARE SCHOOL HOLIDAYS (INCLUDING SUMMER VACATION)?
    No____
    Yes____. If yes, what?_____
    _____

14. WHAT KINDS OF PROGRAMS WOULD YOU LIKE TO SEE AVAILABLE IN ORANGE COUNTY FOR CHILDREN AGES 10-15? (YOUR WISH LIST)

15. OTHER COMMENTS:

THANK YOU!

PPYA is sponsored by the Coalition Concerned with Adolescent Pregnancy, 1440 E. 1st St., Suite 309, Santa Ana, CA 92701. Please direct surveys and/or your questions to Irene J. Dardashti, Youth Serving Specialist, at the CCAP Office (714) 972-4859.

"He capers, he dances, he has eyes of youth, he writes verses, he speaks holiday, he smells April and May."
- Shakespeare

6 **********
Planning Programs for Young Adolescents is made possible by grants from the McKesson Foundation and Mervyn's Department Stores.

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Young Adolescent Resource News
Editor: Irene J. Dardashti
(714) 972-4859

We welcome community comment and information about after-school programs for children ages ten to fifteen.

PLANNING PROGRAMS FOR YOUNG ADOLESCENTS
Coalition Concerned with Adolescent Pregnancy
1440 East First Street
Suite 309
Santa Ana, California 92701
(714) 972-4859

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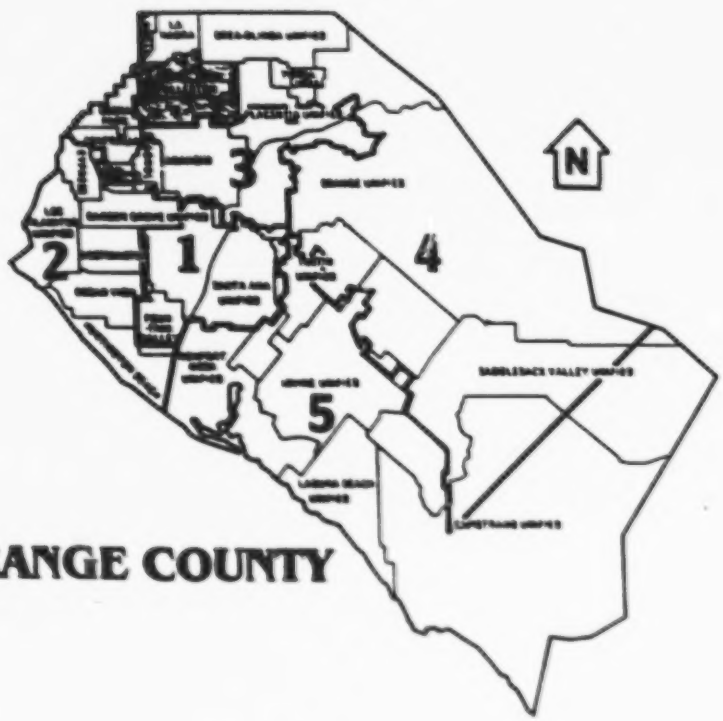
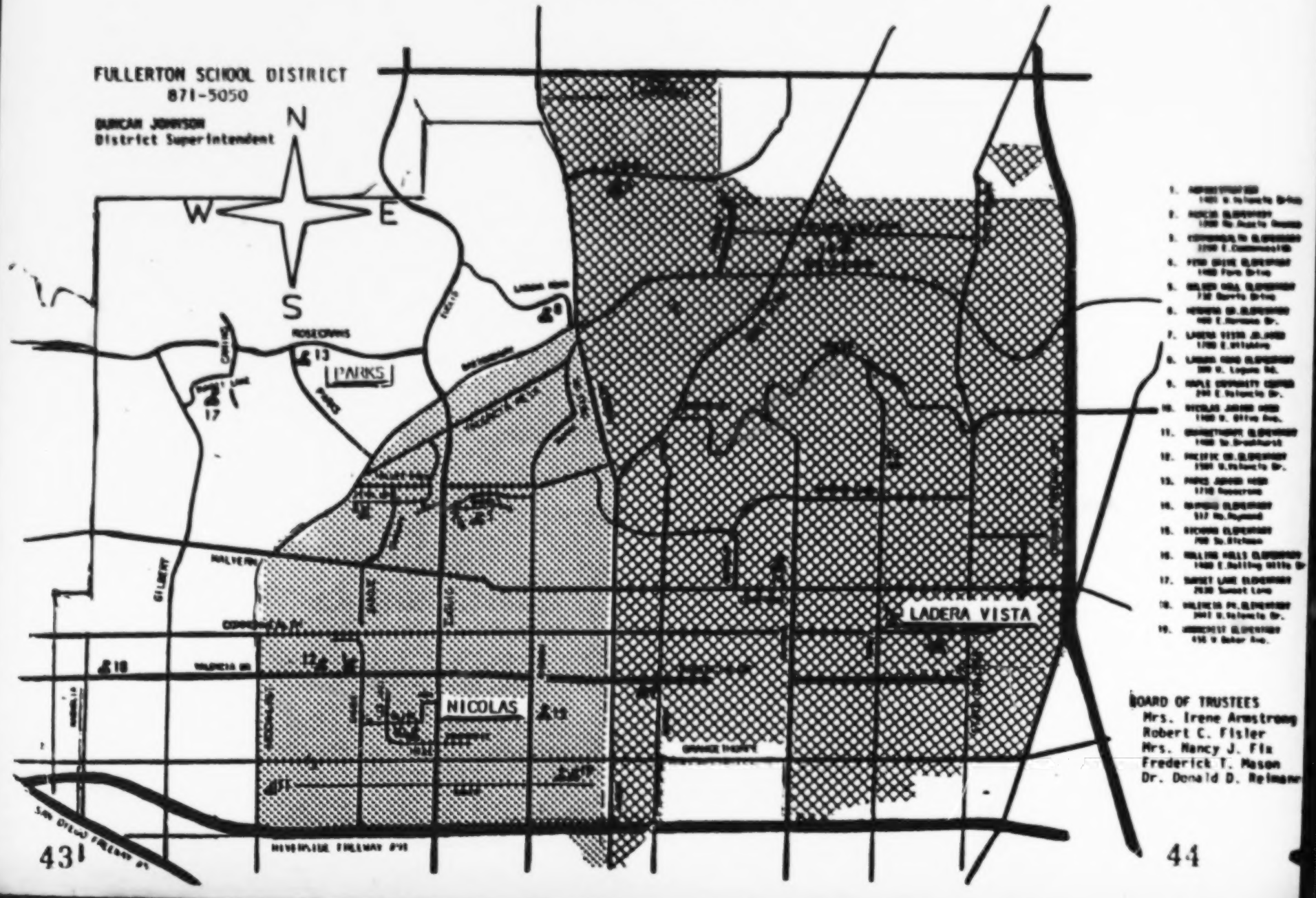


ORANGE COUNTY

DISTRICT MAP



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